

## *Associate in Science, Office Administration*

### **Program Graduate Statistics**

There have been six hundred and ninety-six (696) graduates from the Associate in Science, Office Administration degree program between the years 2012-2013.

The following percentages reflect the ethnic diversity of graduates of the program between the years 2012-2013:

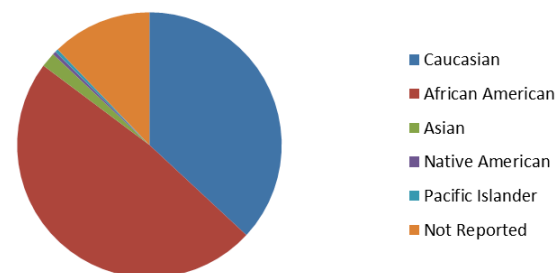
Caucasian: 37%  
African American: 48%  
Asian: 2%  
Native American: 0%  
Pacific Islander: 0%  
Not Reported: 12%

The following percentages reflect the gender make-up of graduates of the program between the years 2007-2012:

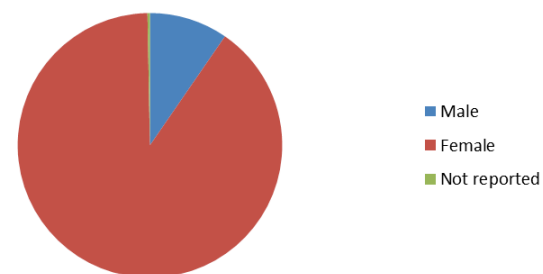
Male: 10%  
Female: 90%

Based on data compiled from 2007-2012 graduates, it has taken an average of 6.7 terms to complete the Associate in Science business degree programs.

**Office Administration Graduates by Ethnicity, 2012-2013**



**Office Administration Graduates by Gender, 2012-2013**



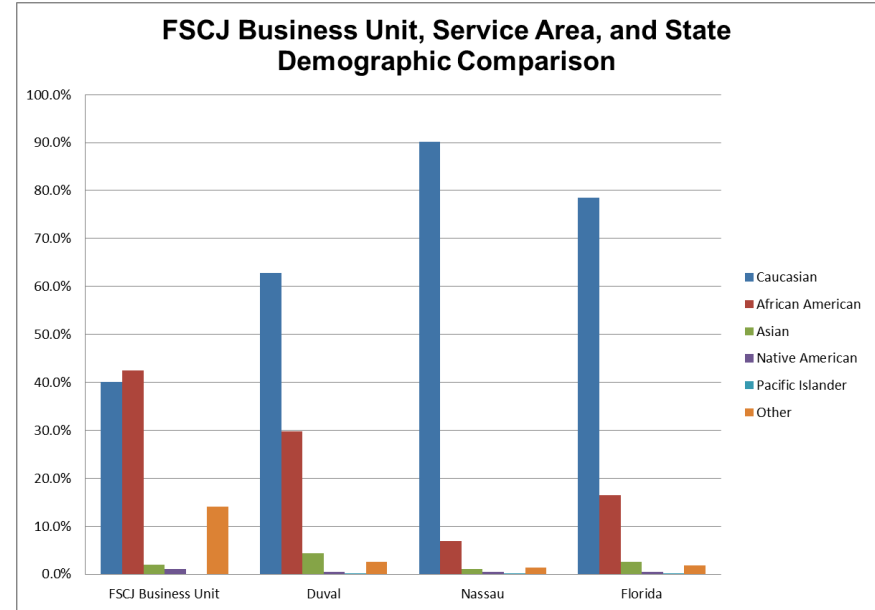
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### FSCJ Business Unit, Service Area, and State Demographic Comparison in 2012

The following table and graph reflect the reported demographic composition of students in the Business Unit in comparison to the reported demographic composition of each county in the College's service area as well as the entire state. The Business Unit's largest reported demographic is the African American student population (42.5%) which is more than double the average African American population percentage in the College's service area (18.4%) and more than double the state average (16.5%). The reported Caucasian student population is the next largest demographic (40.0%), which is significantly less than the overall service area and state-wide population percentage demographic of that group. There is a significant percentage (14.0%) of individuals in the Business Unit who declined to report their ethnicity.



Ethnicity	Students in the Business Unit	Duval County	Nassau County	Florida
Caucasian	40.0%	62.8%	90.2%	78.5%
African American	42.5%	29.8%	6.9%	16.5%
Asian	2.0%	4.3%	1.0%	2.6%
Native American	1.0%	0.4%	0.5%	0.5%
Pacific Islander	0.0%	0.1%	0.1%	0.1%
Other	14.0%	2.6%	1.3%	1.8%

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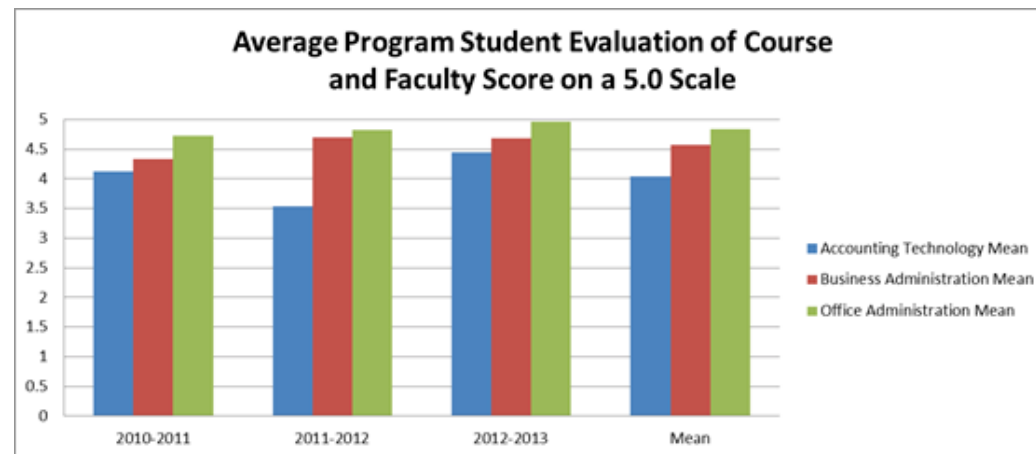
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### Business Unit Student Satisfaction Survey Results

Multiple sections of all courses are offered every term. The Business Unit has randomly selected one section of each course and summarized student satisfaction results.

Average Program Student Evaluation of Course and Faculty Score on a 5.0 Scale, 2012-2013					
Program	Measure	FY 2010-2011	FY 2011-2012	FY 2012-2013	Average
Accounting Technology	Mean	4.13	3.53	4.45	4.04
	Number	4	4	5	n/a
Business Administration	Mean	4.34	4.7	4.68	4.57
	Number	23	30	6	n/a
Office Administration	Mean	4.73	4.83	4.97	4.84
	Number	15	14	8	n/a



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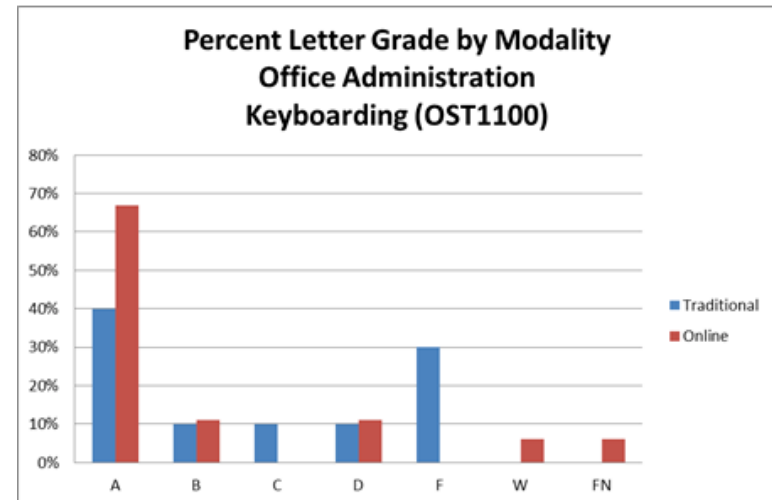
## Student Achievement

The following tables and associated graphs reflect the letter grade achievement of students in the Business Unit receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery during the Fall 2012 Term. This data represents a random sampling from Keyboarding (OST1100). The “FN” grade indicates that a student has failed a course due to non-attendance. It is calculated as an “F” in the student’s grade point average. The “W” grade is issued when a student withdraws from a course and is not included in the calculation of the grade point average.

One section from each modality, traditional, hybrid, and online, was randomly selected for comparison from a core course in this program. The results demonstrate a sampled comparison of student achievement in each of the modalities. Note that Keyboarding (OST1100) is only delivered in the Traditional and Hybrid modalities.

### Keyboarding (OST1100)

Modality	Percent Letter Grade Achieved Fall 2012						
	A	B	C	D	F	W	FN
Traditional	40%	10%	10%	10%	30%	0%	0%
Hybrid	67%	11%	0%	11%	0%	6%	6%



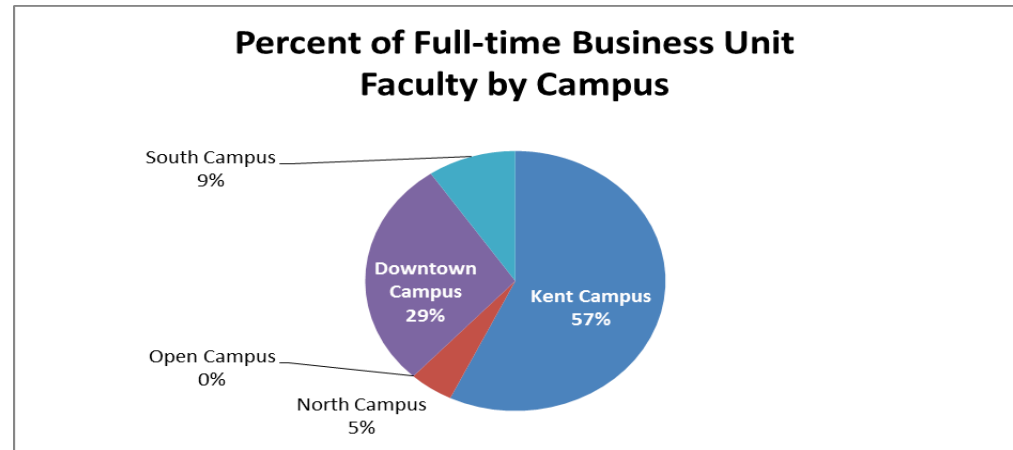
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### Full-time Business Unit Faculty by Campus, FY 2012-2013

Campus	Number of Full-time Business Unit Faculty
Kent	12
North	1
Open	0
Downtown	6
South	2



The number of adjunct faculty across the College fluctuates by semester. The number of adjunct faculty in the Business Unit during the Fall 2012 and Spring 2013 semesters was fifty-one (51).

The total number of faculty during this period was seventy-two (72). Thirty-six (36) were male and thirty-five (35) were female. The unduplicated number of faculty holding an earned terminal degree in the discipline during this period was twelve (12) and the unduplicated number of faculty holding an earned master's degree in the discipline was (61).

Of the two-hundred and sixty-nine (269) sections taught during the Fall 2012 and Spring 2013 semesters, one-hundred and thirty-five (135) sections were taught by fifty-one (51) adjunct faculty and one-hundred and thirty-four sections (134) were taught by twenty-one (21) full-time faculty.

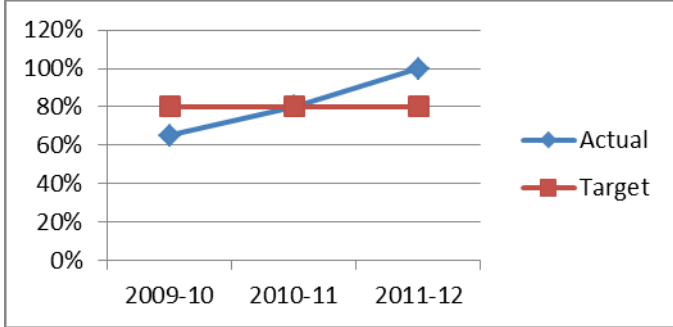
The Dean of Career Education at Kent Campus serves as the Integrated Leader for the School of Business. The Integrated Leader meets with all campus career education deans each term to allocate business and accounting courses to other campuses and centers to ensure the course schedule is diverse with respect to location, modality, time, and day of instruction.

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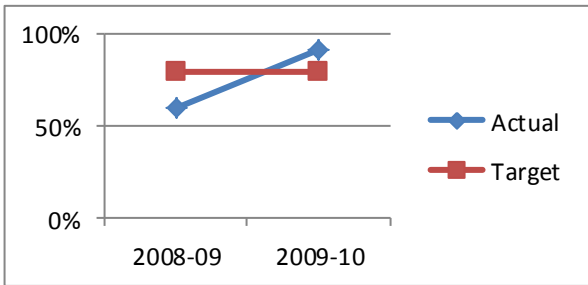
## Analysis of Results – Associate in Science in Office Administration

O1 – Written Communication Skills: Students will demonstrate proficiency in written communication skills required in an office environment.																	
Analysis of Results – A.S. Office Administration Degree																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)												
At least 80% of students will demonstrate proficiency in written communication skills by scoring a 3 or higher on a scale of 1 to 5 with 5 being the highest on each of the components of the Written Communications Skills Rubric.	Written Report (Formative, Internal, and Singular)	Written Communication Skills achievement target was met during the second and third cycles of measurement.	Since the achievement target was not met during the first cycle, faculty included more detailed and immediate feedback on discussion boards, reflection papers and other assignment embedded in courses throughout the program.	During the second and third cycles of measurement, significant improvement was made and the achievement target was met.	 <table><caption>Actual vs Target Performance Data</caption><thead><tr><th>Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2009-10</td><td>65</td><td>80</td></tr><tr><td>2010-11</td><td>80</td><td>80</td></tr><tr><td>2011-12</td><td>100</td><td>80</td></tr></tbody></table>	Year	Actual (%)	Target (%)	2009-10	65	80	2010-11	80	80	2011-12	100	80
Year	Actual (%)	Target (%)															
2009-10	65	80															
2010-11	80	80															
2011-12	100	80															

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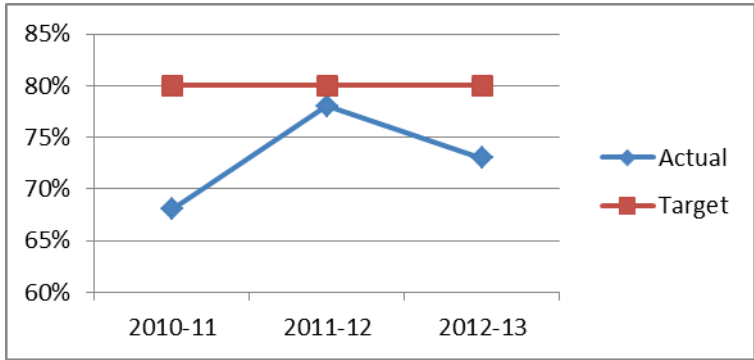
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O2 – Oral Communication Skills: Students will demonstrate proficiency in communicating orally in various business environments.														
Analysis of Results – A.S. Office Administration Degree														
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)									
At least 80% of students will demonstrate proficiency in communicating orally by scoring "Satisfactory" or better on the Oral Presentation Rubric.	Oral Presentation (Formative, Internal, and Singular)	Students made progress toward meeting the Target of "Satisfactory" or better on oral presentations and the target was met during the second cycle of measurement.	Since the achievement target was not met during the first cycle, it was determined that students need more practice throughout the program in this area. Additional courses will require oral presentations which will be graded using a common rubric.	During the second cycle of measurement, significant improvement was made and the achievement target was met. Assessment measures will continue to be refined and measured in future cycles to be identified.	 <table><caption>Oral Communication Skills Performance Data</caption><thead><tr><th>Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2008-09</td><td>~60</td><td>80</td></tr><tr><td>2009-10</td><td>~90</td><td>80</td></tr></tbody></table>	Year	Actual (%)	Target (%)	2008-09	~60	80	2009-10	~90	80
Year	Actual (%)	Target (%)												
2008-09	~60	80												
2009-10	~90	80												

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O3 – Critical Thinking Skills: Students will demonstrate proficiency in applying critical thinking and problem solving skills in the Office Administration profession.																	
Analysis of Results – A.S. Office Administration Degree																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)												
At least 80% of students will demonstrate problem solving and critical thinking skills by scoring 75% or higher on decision making test.	Test (Formative, Internal, and Singular)	Students are learning the basic concepts of problem solving and critical thinking and are utilizing these concepts in courses throughout the program.	Since the achievement target was not fully met during the first two cycles, it was determined that more focused learning activities in this area were needed and revised measures would be developed.	With the added learning activities focused on decision making, the achievement targets were met with an average of 83% scoring 75% or higher on one measure and not met with an average of 63% scoring 75% or higher on a second measure. Assessment measures will continue to be refined and measured in the next cycle.	 <table><caption>Actual vs Target Performance Data</caption><thead><tr><th>Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2010-11</td><td>63</td><td>80</td></tr><tr><td>2011-12</td><td>78</td><td>80</td></tr><tr><td>2012-13</td><td>73</td><td>80</td></tr></tbody></table>	Year	Actual (%)	Target (%)	2010-11	63	80	2011-12	78	80	2012-13	73	80
Year	Actual (%)	Target (%)															
2010-11	63	80															
2011-12	78	80															
2012-13	73	80															

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O4 – Computer Application Skills: Students will demonstrate proficiency in Microsoft Word, Excel, and PowerPoint applications.																					
Analysis of Results – A.S. Office Administration Degree																					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)																
At least 75% of students will demonstrate proficiency in computer applications skills by scoring 80% or higher on each section (Word, Excel, and PowerPoint) of the multiple choice/skills-based test).	Test (Formative, Internal, and Singular)	Students showed improvement in meeting the achievement targets in all areas during the second cycle of measurement with the target being met in Word and PowerPoint.	The target was not fully met in either of the cycles measured, so it was determined that the exam should be a combination of skills-based and multiple choice to show a truer measure of overall skill in each software application. The assessment was modified and will continue to be refined.	During the second cycle of measurement, improvement was made and assessment measures will continue to be refined and measured in future cycles to be identified.	<p>A bar chart titled 'Analysis of Results – A.S. Office Administration Degree' showing student performance trends for Word, Excel, and PowerPoint. The Y-axis represents the percentage of students meeting the target, ranging from 0% to 100% in 10% increments. The X-axis lists the three software applications. For each application, there are three bars: a blue bar for 2010-11, a red bar for 2011-12, and a green bar for the Target (80%).</p> <table><tr><th>Application</th><th>2010-11</th><th>2011-12</th><th>Target</th></tr><tr><td>Word</td><td>50%</td><td>78%</td><td>80%</td></tr><tr><td>Excel</td><td>40%</td><td>45%</td><td>80%</td></tr><tr><td>PowerPoint</td><td>50%</td><td>88%</td><td>80%</td></tr></table>	Application	2010-11	2011-12	Target	Word	50%	78%	80%	Excel	40%	45%	80%	PowerPoint	50%	88%	80%
Application	2010-11	2011-12	Target																		
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PowerPoint	50%	88%	80%																		

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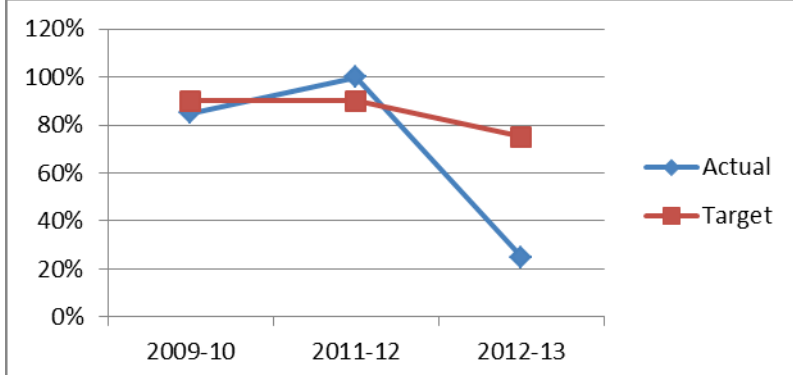
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)																
At least 80% of students will demonstrate proficiency in computer applications skills by scoring a 3 or higher on a scale of 1 to 5 with 5 being the highest on each of the sections (Word, Excel, PowerPoint) of the Computer Applications Skills Rubric.	Computer Applications Integration Project (Formative, Internal, and Singular)	Overall, students are demonstrating proficiency in applied projects that integrate Word, Excel, and PowerPoint applications.	Since there was a significant decline in meeting the achievement target for Word during the second cycle of measurement, faculty determined that there needed to be more clarity in the directions for the integration project.	Changes were made in the instructions for this measure and they will continue to be refined and measured in future cycles to be identified.	<p>A bar chart comparing student performance in Word, Excel, and PowerPoint for two academic years (2010-11 and 2011-12) against a target of 80%. The Y-axis represents the percentage of students, ranging from 0 to 120 in increments of 20. The X-axis lists the three applications: Word, Excel, and PowerPoint. For each application, there are three bars: a blue bar for 2010-11, a red bar for 2011-12, and a green bar for the Target (80%).</p> <table><thead><tr><th>Application</th><th>2010-11</th><th>2011-12</th><th>Target</th></tr></thead><tbody><tr><td>Word</td><td>100</td><td>35</td><td>80</td></tr><tr><td>Excel</td><td>100</td><td>85</td><td>80</td></tr><tr><td>PowerPoint</td><td>100</td><td>85</td><td>80</td></tr></tbody></table>	Application	2010-11	2011-12	Target	Word	100	35	80	Excel	100	85	80	PowerPoint	100	85	80
Application	2010-11	2011-12	Target																		
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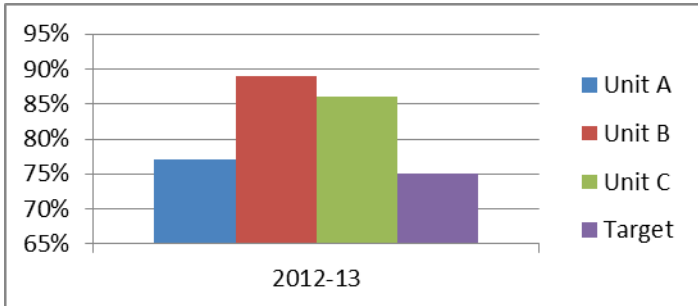
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O5 – Keyboarding Skills: Students will demonstrate proficiency in keyboarding skills.																	
Analysis of Results – A.S. Office Administration Degree																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)												
At least 90% of students will receive a "Meets Expectations" rating or higher for Proficiency in Keyboarding Skills on the Appraisal of Student Performance form. For 2012-13 the measure for this outcome was revised as follows: 75% of AS Degree students in the Internship Course will score 55 cwpm (correct words per minute) on their final 3-minute timed writing.	Evaluation (Summative, Internal, and Singular) Test (Formative, Internal, and Singular)	Based on supervisor ratings during the first two cycles of measurement, students demonstrated satisfactory keyboarding skills.	After receiving additional feedback from advisory committee members, faculty decided that Challenging students to increase their speed and accuracy would give them a competitive edge when seeking employment. Timed writing assessments were added throughout the program with higher level performance measures.	Although there was a significant decline in meeting the achievement target in the most current cycle of measurement, the final speed of 55 cwpm presented a challenge to students and progress was made toward meeting this goal. This outcome will continue to be measured with increased emphasis throughout program courses	 <table><caption>Keyboarding Skills Performance Data (Estimated from Graph)</caption><thead><tr><th>Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2009-10</td><td>85</td><td>90</td></tr><tr><td>2011-12</td><td>100</td><td>90</td></tr><tr><td>2012-13</td><td>25</td><td>75</td></tr></tbody></table>	Year	Actual (%)	Target (%)	2009-10	85	90	2011-12	100	90	2012-13	25	75
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O6 – Teamwork Skills: Students will demonstrate teamwork skills necessary for working in an office environment.															
Analysis of Results – A.S. Office Administration Degree															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends from 3-5 years (please graph all available data up to 5 years)										
At least 75% of test scores on each Teamwork and Team Building unit will be 80% or Higher.	Test (Formative, Internal, and Singular)	Students were assigned learning modules on team building and tested on these concepts with the achievement target being met. Other measures were also added to OST courses so that students will continue to apply these concepts.	This was the first measurement cycle for this outcome; therefore it will continue to be measured during the next cycle with additional measures being added.	Further analysis will be conducted next year when this outcome is measured again and more assessment data is available.	 <table><caption>2012-13 Results</caption><thead><tr><th>Unit</th><th>Percentage</th></tr></thead><tbody><tr><td>Unit A</td><td>~78%</td></tr><tr><td>Unit B</td><td>~89%</td></tr><tr><td>Unit C</td><td>~86%</td></tr><tr><td>Target</td><td>~75%</td></tr></tbody></table>	Unit	Percentage	Unit A	~78%	Unit B	~89%	Unit C	~86%	Target	~75%
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**Learning Outcome 7 – Time/Project Management Skills: Students will demonstrate the ability to prioritize projects and assignments, use effective time management techniques, and employ effective records management techniques. (THIS OUTCOME WILL BE ASSESSED FOR THE FIRST TIME DURING THE 2013-14 CYCLE.)**

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